

TOWARDS COMMUNISM

Working Class Education in Russia

(By the Commissariat of Public Education.)
Made from being teachers, upholders of the ideal of education, we are now, as revolutionists, placed by the workers and peasants at the head of the liberated Russian people.

The will of the working masses is clear. The people have taken the power in their hands. The sources of wealth have been seized from the clutches of grasping Capitalism in order to build up as rapidly as possible a new national economy, uniform, regular, and based upon scientific principles. The State has developed from the technical point of view to form a background for the vast international policy of the people, and to serve as a basis for the ultimate enjoyment of life in the interests of Humanity.

Above everything, we are all builders of Socialism. The creation of the Socialist State is an economic problem. Politics clear the way for this construction, it unites people within, and protects it from outside attacks; but the real heart of the revolution is the economic transformation.

The most gigantic economic transformation that the world has ever known, can be carried out only by informed and competent people.

Inheriting our most needed resources from a somewhat feeble capitalist equipment, we must now, in spite of difficult conditions, and present disorder, turn our energies to protecting this heritage from ultimate destruction, and to increasing its productivity, bringing together all branches of the economy, which have hitherto been unorganised.

Who shall undertake this task? There is an enormous demand for able and cultivated minds, for minds equipped with the latest economic and technical knowledge that Humanity possesses. Such minds must be set to work on this great problem.

Russia is now unable to fill this demand. The number of our engineers is altogether insufficient, and moreover, they cannot all be devoted upon. The number of people with a technical education is discouragingly small. There is an equal lack of specialist teachers. The general level of technical knowledge in Russia is low. In this direction, as in many others, we are deplorably behind the rest of Europe, owing to the miserable conditions which we endured for so long. Nevertheless, we have conquered, and we are ahead of all Europe on the road leading to Socialism, and also in the sense that we are actually facing the problem of Socialist construction.

What conclusion is to be drawn from this state of things? It is simply that we must study, and turn all our energies to studying. We know that a general conception of the world gives a man, not only self-assurance, but peace of mind. We know that without a broad and general culture, a man cannot discover himself. He cannot exist as a citizen, as a revolutionist, as a Socialist, without definite ideas on the world, on the history of Humanity, on the place he occupies in time and space, and on the obligations which this place in the world imposes upon him. And needless to say, we shall never neglect this general education.

We cannot afford to have any science ignored in Russia, for all sciences are, after all, peculiarly connected, and constitute not only a superior intellectual enjoyment, but also the solid foundation on which Man builds his domination over the elements.

But not a moment must be lost in carrying

out this work without fully realising it.

It is not that we Socialists the study of natural science, which, taken in itself, can have no direct effect. And yet, faced to defend ourselves against the old world, we must avoid to build up a new one of the first place. This too is evidently the curse of our epoch. Plans of peaceful admiration for the scientific progress, which brilliantly permeated the world, by cutting away the old world and putting in the healthy body of working humanity, at the same time we are not to hope for the time when swords and shields will be replaced by science.

But it is different with economic and technical education. Economic science demands that we should be able to do things that can be done only by the application of science in order to supply the country with the greatest possible number of competent technicians in all lines.

Knowledge without an end and love of work and of constructive action, are not a passing phenomenon; they remain eternally as the principal duty of Humanity.

The Commissariat of Public Education has succeeded in unifying all educational institutions in Russia under its direction, in order that the foundation of instruction can be carried out everywhere on the same principles. Certain technicians and economists have expressed the fear that we teachers would neglect the study of vocational and special subjects in other words, that we would sacrifice the vocational side for the human and scientific side of instruction.

At the Conference representatives of the technical high schools, the Commissariat of Public Education was able to show how this foundation duty was for such apprehensions.

It is clear that the Communist party, who is now in power, understood clearly the dominant position that economic problems occupied in life, and that the Commissariat of Public Education had not the slightest intention of destroying the technical schools, and of replacing them by institutions of the "communist" type, but on the contrary they planned to transform all schools, primary and secondary, into technical schools, by actually increasing the number of technical schools. But the problem of the technical education of all the children and young people of Russia, that is to say, training them for work, we have treated in terms of their political instruction.

According to the declaration of the educational commission relative to the purely technical school, scientific instruction in general, as well as instruction in preparation for work, which is closely connected with it, cannot be exclusive and specialized.

To specialize to such an extent would be to alter all the principles of Socialism, which preserves individuality and aims to create a highly developed type of man. It would be to condemn children in the interests of the State to bear upon their young foreheads the scar of "specialization" without taking into consideration their natural tendencies, which would inevitably show themselves later. The effect would never wear off, and would ultimately become the curse of their lives. When the bourgeois class treated the mass of workers and peasants like cattle, it could mark on their children, determining in advance whether they were to be shoemakers, locksmiths or hairdressers, according to its needs. But it is up to us to give to the child and to the growing boy or girl, the sort of an education that will open all doors for him later on.

This does not mean that we are hostile to specialization. On the contrary, we, too, are known by the high ideal of a people divided according to their special callings. We believe in a state constructed like an organism, in which each cell functions independently, quite apart from other cells in the same body. But we reject most decidedly the idea of a dilettante nation, where everyone would know a little of everything, knowing nothing thoroughly, and incapable of doing anything in a talented way.

Specialization ought to begin when the child reaches seventeen years of age, which, in our opinion, is soon enough. After a prolonged period of general and polytechnical instruction, his specialization in a particular branch will not isolate him from other specialists and co-specialists, and nothing human will ever be unfamiliar to him.

While we are postponing technical education until the age of seventeen, we are planning to greatly enlarge instruction in this direction. There is an immediate need for a well constructed programme for such instruction, a programme which ought to be closely allied to some of the older secondary and high schools devoted to vocational and technical work.

There is no time to be lost. We must place our hopes in a relatively short course, carried out along military lines, to raise the general level of the technical knowledge and competence of the people. This is why we must provide an ever-increasing reserve of non-academic courses, in addition to utilising many of the high schools, and transforming many of the secondary schools into specialised schools.

Hence, we cannot admit that the schools and narrowly specialised courses organised by isolated departments can prove sufficient. In the first place, desire for technical knowledge, and for the development of natural tendencies is very strong even among the moderately class-conscious workers. And our extracurricular equipment ought to take advantage of this fact from the practical view point, in order to connect scientific and political education with technical education, and thus bring our program in touch with the masses themselves.

In the second place, narrowly specialised schools for young and old, which are unquestionably important, will gain greatly by being organised more broadly and scientifically, and will gradually give way to the type of school that is constructed on a firmer basis of extra-academic instruction.

But let us go back to children before the age of seventeen. We have already said that we aim to establish for them a special type of school, in which polytechnical instruction is to be the chief feature in the whole curriculum. We need not go into details concerning the nature of polytechnical education, for everything of importance on this subject has already been discussed in the "Declaration concerning the School of Applied Work."

We allow a certain departure during the last two years, when the tendencies of the children begin to show themselves, and they can choose careers to their liking.

But we do not fail to realise for an instant that the task of transforming all the primary and secondary schools of Russia into schools of applied work, is tremendous and difficult, and that it would be impossible to carry out such a complicated plan in the immediate future, because of Russia's impoverished condition.

for it would call for new equipment in all the schools, bringing them in touch with the workshops and factories—in fact, transforming them into school farms.

We shall work untiringly for this chance, encouraging all schools which realise this ideal, or even partly realise it. But we can never say that the polytechnical school exists to-day, for its ideal is clearly understood by everyone. Nor can we say that we are already training people on a polytechnic basis to become specialists later on.

In consideration of this fact, which ought not to discourage us, but which we must bear constantly in mind, we can treat the vocational and technical schools of the past only as worn out, which ought to be replaced by schools of applied work. This is especially true of all schools known as primary trade schools.

The infernal atmosphere which they create for poor children ought to be abolished once and for all. With us, it is needless to mention it. But other questions arise that are connected with this. In many districts the peasants and workers want to send their children to professional and technical schools, so that they may study a trade or a branch of industry useful in a particular district. It is evident that where there are such schools, we are obliged to support them, and that it is our duty to build them where they do not exist.

At the same time, we must be sure that the methods used in these schools conform as nearly as possible with the plan for the school of applied work, and see that the specialised scholars there are treated from the standpoint of general education, and brought in contact with the broadest possible supervision and ideas. To ignore this transition period by imagining that this school can be created at one fell swoop, as Minerva sprung from the head of Jupiter, would do much to prejudice the people, whose demands must be listened to with full respect for their wisdom.

This is why we must be willing to have the teaching of trades made obligatory in these schools, where existing conditions demand special consideration.

We Marxists are not among those who dream of writing beautiful ideas upon the white page of life. Facing reality in the actual process of life, we bring it gradually the ideal which develops of itself.

Among the technical schools, especially among the intermediate schools, there are several which are excellently equipped. It must be stated, however, that owing to a false conception of the school of applied work, some of the schools so valuable to us have been closed on the pretext of replacing them by trade schools.

This is a great blunder. We must make it clear that every school with a technical equipment is of value to us. That is exactly what is needed for the realisation of the school of applied work. Such schools should be placed in the category of high schools, that is to say, schools opened as special schools for young people over seventeen years of age, which will be the beginnings of schools of applied work.

One must be blind not to see that to transform a classical or ordinary primary school into a school of applied work, is infinitely more difficult than to start with the most specialised type of technical school, which possesses an equipment and personnel for technical training.

Continued on page 4.

The man on the soap-box was now in the midst of his discourse. He spoke of the miserable conditions of the working classes in all lands, the evils under which they suffered, and the remedy for these evils. His voice grew louder so that it echoed down the street where he called upon them to organise irrespective of creed, color or race. He began to speak of the colored and native workers. I heard someone shouting, and turning round, I saw a man with flushed and angry features shaking his clenched fist at the speaker. "You ought to be ashamed of yourself—a white man—to stand up and speak like that," he shouted. "How would you like your sister to marry a nigger?" There were a few shouts of approbation.

Domain Dialogues.

On Sunday afternoon The Moor, who was engaged in selling the "International Socialist" in the Sydney Domain, was accosted by a charmingly diaphanous young girl with a penny in her hand and a smile on her lips. In view of these two attributes, a conversation took place, of which we are enabled to print a report, forwarded to us by O. Clair, who was luxuriating on the grass nearby.

A Conversation Between Miss U.P. Lift and The Moor.

Miss L.: If only all you Socialists would just think what splendid work you would be able to do. You all stand for the working-class, for its emancipation, for we're united we can do nothing, for what the workers of Russia did, we can do together in One Big Union of the working class, and they simply took over the industries, and—

The Moor: Certainly, Miss Lift. A united working class is desirable. In fact it's more than desirable, but don't you see that at present a united socialist movement could only be a mixture—a mass composed of dissimilar elements, none of which could or could lose its particular qualities. And this in not what is wanted, even if it were possible.

Miss L.: That's the very attitude all Socialists take up, and that's why I don't never—

The Moor: Do the impossible, which is something that we are sure and sound enough to leave to the dreamers. Now, Miss Lift, you really believe that your criticism of the disunited Socialist movement is justified, don't you?

Miss L.: Why, certainly.

The Moor: And that your attitude in urging unity is a correct one?

Miss L.: (thoughtfully): Yes.

The Moor: Well, now, tell me whether you would abandon it, and accept the position of those who, like myself, refuse to make on any old basis for the sake of unity without which you say that it is impossible to—

Miss L. (impatiently): Oh, you know that I say nothing of the sort.

The Moor: You see, Miss Lift, consistency is—

Miss Lift (angrily): None is consistent but yourself, no one sincere—

The Moor: You know, Miss Lift, there's a reason for all this disunity amongst the Socialists. There's an explanation, and you needn't go far to find it. As my friend Engels says in his wonderful little work "Socialism, Utopian and Scientific"

...and men from all parts of the crowd began to gather around the interrupter and enclose him. The uproar increased. Cries of "Give him a chance," "Fair play," "Order, order," mingled with cries of "Pull him down," "Rush him," and "Where are the police?" But the unruly element was in a minority, and gradually the meeting became quiet. The man responsible for the uproar was pushed to the edge of the crowd. Just before he went away he turned around, and shaking his fist at the speaker he shouted: "Do you think I would organise with those black bastards? Like hell!"

It was quite obvious that he was waiting for somebody. He walked impatiently to and fro beneath the balcony, and now and then glanced keenly up the street to see if anyone was coming. It was a quiet and ill-lighted street, and few were the persons who walked through it at such a late hour. Suddenly

there was the flutter of a white dress as a woman came down the street. She was a colored woman, and by her painted cheeks and gaudy finery I knew her to be one of those of whom the poet sings:

"She sadly walked the devil's way
"Nigh every night 'neath the still starlight
And she dreamed of her maiden's soul by day
And sold it to men at night."

When she noticed the man beneath the balcony she slackened her pace, and then stopped as he came up to her. They spoke to each other for a little while.

He stopped and gave her coins bright:
"For love," he said, "and your lips rose-red."

She laughed as she held them to the light:
"One day I'll be free," she said.

Then they passed down the street together. As they passed beneath a light I saw that he was the man who had disturbed the meeting a few hours before. As the wind came sighing up the street I fancied that again I heard him shout "Do you think I would organise with those black bastards? Like hell!"

M. LOPES.

—"The International."

—you've read it, of course—"modern socialism, had, at first, to connect itself with the intellectual stock in trade ready to its hand, however deeply its roots lay in material economic facts." Now, those who want unity at any price, who say let us unite first and discuss the points of difference afterwards, have not broken with the intellectual stock in trade that surrounds them, they still think along bourgeois lines: they have not progressed further than the outlook that animated the utopian socialists and co-operators of the past. Yet they tell us that there is a proletarian philosophy, that—

Miss Lift (quite interested and humble): I'd love to know exactly what you mean by all these words. You socialists seem able to talk an English that we English can't understand.

The Moor: Now, if you'll just remember those words of Engels, you'll begin to understand why so many people call themselves socialists, when each has a different set of notions of socialism and working-class freedom. One word, you know, when used in connection with one question, has one meaning, but one meaning. Yet it's a remarkable thing that a hundred different men and women can walk about with as many sets of ideas and they call themselves socialists.

Miss Lift: Yes, there are so many brands of socialism, aren't there?

The Moor: Yes, each manufactures his own. We, on the other hand, find our socialism in the world about us, and if the findings are unpleasant, well, they're nothing but pictures, perhaps incomplete ones, of the dispirited world itself.

Miss Lift: The world is so horrid, isn't it? Really, I do wish I could do something to help make things better.

The Moor: There is only one way, you know, and actually it's quite the easiest way. Just throw away the colored glasses, and look at the dull, cold facts in the bright sunlight, and look at them from all angles; see that you miss nothing and you'll arrive at the same conclusions as those I hold. When you look at the old world in this way you'll, it is true, see a great complex mass of rottenness and conflict, yet if you look still more carefully you'll see that there is a constant movement in one direction.

Miss Lift: It must be wonderful to see that movement. I had really never thought of such a thing. Movement? I suppose you mean—er—progress?

The Moor: Yes, you would see the signs of progress. It's strange that progress should be so cruel. The progress of humanity is often made at the expense of individuals. Men and women, highly developed and brave though they be, cannot withstand the endless wheels of progress, that turn now slowly, now with the utmost speed. And you and I are but puny creatures that find a certain scope for our activities. Some are blind to the extent of that scope, others realise this—and more. They realise the limitations of the work that they can accomplish and adopt in consequence a sober outlook. They strive for the greater things, but achieve their happiness in the actual doing now.

Miss Lift: One must be very optimistic, don't you think?

The Moor: True. And what would we be without desires, longings, without hope? But, when you realise that hope alone accomplishes nothing, that it may be an incentive, but without a clear understanding of ourselves and our surroundings, we are, after all, very close to the animals we drive over the roads. We must not let our desires replace our understanding, or rather lack of it. The world contains many who do this, and in the socialist movement we see the result of it in the great differences of opinion on the methods to be used in reaching the commonly accepted objective. At bottom, the explanation of these differences is found in ignorance, misunderstanding, if you prefer the word, but nevertheless, its ignorance and a careless acceptance of other folks' beliefs instead of their proved knowledge, instead of reading, studying and observing for themselves.

Miss Lift: But you wouldn't say that all these other people are ignorant, surely?

The Moor: Yes, of the essential problems of socialism, they are ignorant, though they may be able to say nice things and know that the working class is exploited, and so on. But they miss the main question, because their heads are full of bourgeois ideas. As I said a few minutes ago, they have not broken with the intellectual stock in trade that surrounds them, which was formed in accordance with the needs of the bourgeoisie. The working-class needs new ideas. We must

INTERNATIONAL News and Notes.

FRANCE.

A White Guard at Lyons.

"La Vie Ouvrière," of February 27th last, stated that over 60,000 working men and women of the metal, chemical, and clothing trades were on strike for the 8-hours day; and printed a circular calling for the creation of a "Civic Union" to maintain order and respect for law, which was distributed widely in bourgeois society about a month before the employers precipitated the strike by announcing its intention to increase the hours of labour. The circular stated that Bolshevism was undeniably the greatest peril standing before society at the present day, and that the general strike was to hold France its preparatory stage, after which the fomenters of anarchy hoped to seize power by violence and hold it by terrorism, as their friends in Russia had done. The example of Sweden and England had shown that volunteers could always be found to carry on the public services; while Switzerland—not alone in this—was organising civic guards in all her great cities as "one of the most solid bulwarks of society." All good citizens and citizenesses were therefore invited to join the Civic Union, in which Lyons would lead the way for France. Its objects would be: first, to defeat any attempts at a general strike—for which purpose members were asked to fill in a detailed schedule of their experience or qualifications as postmen, clerks, telegraphists, telephonists, drivers, electricians, chauffeurs, mechanics, etc.—and, secondly, to serve as an "auxiliary force" to "assist the civil and military authorities," in case the revolutionaries had recourse to violence, for which purpose citizens were asked to state their age, military experience, and rank in the army. The circular was signed by the Presidents of all the important industrial federations, the Chamber of Commerce, many banks; by numerous lawyers, professors, merchants, doctors, etc.; and by many army officers.

HOLLAND.

Spanish Socialists Arrested.

The Spanish Parliamentary Socialist minority has received a telegram from its delegate Besteiro, stating that he was arrested with his colleague Anguiano, when they entered Holland to attend the Socialist congress at Rotterdam. Besteiro has been released, but Anguiano is still in prison. (It is known that the Dutch Government has been greatly perturbed by the holding of the Amsterdam Communist Conference, and has circularised the Governments of Europe with a view to creating an international police force to combat Bolshevism.)

ITALY.

"Fellows without Fatherland."

The Municipal Council of Milan, of

which the majority is Socialist, refused to display the national flag over the Town Hall on the occasion of the centenary of the birth of Victor Emmanuel II. Demonstrations of students and nationalist elements took place, upon which the prefect (appointed by the Government) ordered the national flag to be unfurled, stating that the centenary had been decreed a national holiday. The Mayor obeyed, but immediately sent in his resignation; which, it is anticipated, will be followed by that of the majority of the Council. The city will then be administered provisionally by a commissary appointed by the Government. — ("L'Humanite," March 17th, 1920.)

A Wireless from Moscow.

A telegram to "La Feuille," of March 19th, from Milan, summarised a radio from Tchicherin, the People's Commissary for Foreign Affairs, to the Italian Foreign Minister, which had been printed the previous day in the Italian Press. The radio proposes the resumption of commercial relations, welcoming the declaration of the Italian Government in favor of such resumption, and points out that the occupation of the Black Sea ports by the Red Army opens the road to Italy. Russia also desires durable and friendly relations to be established with the Ukraine, as the latter independent republic is the ally of the Russian Soviet Republic. The wireless stations at Rome and Moscow are already in communication.

RUSSIA.

Bukharin on the German Revolution.

A Helsingfors telegram to "Le Populaire" of March 19th summarises a speech made by Bukharin at the Moscow Provincial Congress of Soviets, and transmitted by the Russian Government wireless. Bukharin, speaking at the very beginning of the attempt at counter-revolution, strongly emphasised its importance, and declared that the Ebert-Noske Government, with a policy as wavering as that of Kerensky, was inevitably bound to bring forth what the Communists had always predicted—a German "Kornilovade," a counter-revolution led by the generals, by Luttwitz and Tirpitz. He declared that this counter-revolution would not be dangerous for Soviet Russia; Germany, to-morrow if not to-day, would become involved in a civil war. It was clear that Tirpitz would not be able to resist the onset of the German proletariat, and that the civil war would bring about the dictatorship of the German working class.

The Soviets Celebrate the Commune.

"L'Humanite," of March 21st, prints a telegram from Helsingfors stating that Soviet Russia celebrated March 18th, the anniversary of the Paris Commune of 1871, by a series of meetings.—"The Call."

PRESS FUND.

We would urge all members and supporters to make an effort and secure subscribers, and also donations to the press fund, in order that we will be able to meet the great increase in materials and continue to publish at 1d. We do not desire to raise the price, despite the fact that we would be quite in the fashion if we did so, but unless comrades give plenty of consistent financial support we will be forced to do so.

The columns of the "I. S.," unlike the numerous other working class papers, have been free from the continuous call for donations, and we make this appeal very reluctantly.

The increases in our outlay on the past have been met by still greater efforts on the part of our supporters in increasing the circulation, and we are confident that our present difficulties will be overcome in a like manner. Let those who can, send along donations to meet the immediate needs, and let all our readers secure at least one new subscriber, and there will be no necessity for any further appeals.

The State and Revolution

By V. I. ULIANOV (N. LENIN)

A Brilliant Statement of the Marxian attitude on "Democracy,"
"Freedom" and "Opportunism" in relation to the
Master Class Dictatorship--The State, and
The Task of the Proletariat in the Revolution

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EDUCATION IN RUSSIA.

Continued from front page

Polytechnical schools will develop from such technical schools long before the radical transformation of the old schools will take place.

Such schools, then, must be carefully kept up. But too strict specialisation there must be guarded against, and general instruction must be introduced, with attention to the scientific explanation of processes of work, as discussed in the Declaration of the School of Applied Work.

The branch of the Commissariat of Public Education which deals with the reform of professional and technical instruction, will have its powers enlarged, and will be aided by specialists.

Professional and technical schools of all kinds will be placed under the supervision of the Branch of Professional and Technical Instruction. This includes the secondary and high schools of agriculture, which are of the very greatest importance to us, as well as primary schools for adults and those over fourteen years of age.

This branch must keep all these schools running, and also see that they do not get into any rut through their specialisation, but develop and broaden in their contact with reality, as they approach the ideal of the school of applied work. At the same time, technicians, as well as professors in the high schools, and practising engineers, must take an active part in working out this plan.

(a) Gradual reform of the professional instruction in the special schools for children between 14 and 17 years of age, to be carried out in the direction of the school of applied work;

(b) Establishment of a reserve of special schools for those over 17 years, as well as a complete reorganization of extra-academic technical instruction, for the purpose of combining it with general and political instruction;

(c) Organization of talent in all technical and high schools, which have been practically deserted, at Petrograd, for example;

(d) Instruction aided by actual work (as much as is possible under a polytechnical system) in all educational institutions in Russia.

We also give most special attention to all kinds of agricultural schools.

Besides the declaration concerning these new schools, the Commissariat of Public Education has undertaken to use them to spread among the peasant class a new idea of the rights and duties of a citizen, as well as agricultural knowledge and general education, beginning with reading and writing. At the same time, its attention must be fixed on all kinds of agricultural courses which communicate a more or less complete knowledge, and also on the agricultural institutions for young people and adults. Care must be taken never to separate agricultural instruction from civic and general scientific instruction. Needless to say, the Commissariat of Education will be powerless to accomplish these tasks unaided, even if it were assured of the co-operation of many first-class specialists.

It is above all on the working class that the Commissariat of Public Education depends

for support. The closest relations ought immediately to be established between the Branch of Technical and Professional Instruction of the Commissariat and the trade unions.

In the same way, everything relating to the city industrial school must be brought closely and permanently in touch with the Council of National Economy, just as everything relating to the communal and agricultural school must be brought in touch with the Commissariat of Agriculture.

In creating the Branch of Professional and Technical Instruction, the Commissariat of Public Education is uniting such instruction closely with professional associations, with the Council of National Economy, and with the Commissariat of Agriculture, and also, for certain special questions, with the Commissariats which are specially related with the subjects taken up by certain institutions. In this way an incessant struggle is being carried on for the maintenance and development of professional instruction in Russia.

People's Commissar of Public Education.
A. LUNACHARSKY.

DECREE ON TECHNICAL EDUCATION.

Inasmuch as an indispensable condition of the final victory of the workers' and peasants' revolution is the increase of the productive work of the people, and inasmuch as the most rapid and sure way of attaining such increase is by spreading among the masses vocational education, the Council of People's Commissars decrees:

(1) In order to extend and consolidate the work of the Branch of Vocational and Technical Instruction created by the Commissariat of Public Education, the representative of the organisations and departments most interested in the development of vocational and technical instruction are hereby asked to join the Branch in accordance with the following regulations:

(2) All vocational and technical schools and institutions hitherto associated with Commissariats other than that of Public Education, are immediately associated with this last in accordance with Decree No. 50, of June 5, 1919.

(3) The Commissariat of Public Education is restoring the equipment and buildings of technical and vocational schools which have been temporarily taken over for the needs of the Red Army, quarantine, etc.

(4) The committees of study, and other agencies for directing vocational and technical instruction in other Commissariats and organisations are combined under the Commissariat of Public Education, and, in cases where such measures are justified, shall be allowed provisional rights connected with other Commissariats, after an understanding with the latter.

(5) All institutions and enterprises of the State are bound to lend the Commissariat of Public Education all necessary support, supplying it promptly, and free of charge, with equipment and material, as well as placing at its disposal fabrics, factories, lots of land, experiment stations, etc.

(6) The Commissariat of Public Education is responsible for the strict execution of this decree.

President of the People's Council of Commissars,

V. ULIANOFF (Lenin).
Chief Clerk,
V. BONCH-BRUYEVICH.

A. S. P. NEWS AND NOTES

SYDNEY BRANCH.

The Socialist Sunday School, mentioned in our last report, is now well on the road of organisation, and is about starting its most immediately. A committee has been appointed to devote their energies entirely in this direction, and we are hoping great things, and incidentally working to bring them about.

The Committee will be pleased to receive donations and suggestions with regard to the school, and all comrades and sympathisers are urged to assist in every way in their power towards making this venture a success.

Com. Reardon brought his series of literary lectures to a close last Wednesday night with an address on "The Modern Poets of Revolt," in which he dealt mainly with futurist poets of America. The lecture was well appreciated, the audience enthusiastically applauding several items read and recited by the speaker in the course of his remarks.

The hall platform on Sunday, May 23, was occupied by Fellow Worker Mat Hade, who chose for his subject, "International France Ups." The lecturer has given much time and attention to this subject, and dealt with it in a fluent and thorough manner.

The following week Mr. Howie, of the Trades and Labor Council, accepted the invitation of the branch to speak in the hall, and he gave an address on "The Position of the Labor Council."

The lecture was interesting, as just at the present time much attention is being centred on the attempts of the A.L.P. to capture the Council and get rid of the militant element on it.

The speaker urged that more attention be paid to the industrial side of the movement, and also contended that the trade unions should not be neglected; revolutionaries were too prone to regard them as hopeless from a propaganda viewpoint, when in reality much good work could be done.

He also urged solidarity on the political field, and deplored what he regarded as disunity between militant bodies.

In the discussion it was pointed out that although no means by which revolutionary propaganda could be accomplished should be neglected, our mission was to the working class, and the majority of that section of society was not in the industry, also that although unity is necessary, it is essential that the basis of that unity must be scientific principles.

Domain meetings have been very successful of late, and literature and papers have sold well.

All donations and correspondence in

connection with Sunday School to be addressed to A. Clifton, A.S.P. Hall, Empire House, Liverpool St., Sydney.
Marela Reardon, Asst. Sec.

THE IRON HEEL, By Jack London.

One of London's most vividly realistic books. He portrays the industrial hell of today, and makes no attempt to make the ugly appear pretty. He shows the despatched figure is Blind Justice, and how all must bend the knee to God Capital. He pictures a worker, chafing, and a short-lived commune, and then he vividly shows the Hell of the Industrial Oligarchy's work. In short, it is a thought-stimulating book. Posted for 2/10.

THE RAGGED TROUSERED PHILANTHROPISTS. By Robert Tressall.

This work probably stands in the unique position of being the only book written by a worker that ranks as literature of a high order. Tressall was a house painter, and he wrote of his surroundings with almost child-like simplicity, giving us in turn pictures of poverty, arrogance and hope, of servitude and failure, and of a socialist worker who goes his way friendless, though friendly, straining after a finer life, chained by the system. Tressall's work should be in the library of every worker. Posted for 4/7.

A.S.P. LITERATURE DEPT.,
115 Goulburn Street,
SYDNEY.

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